THE VIRGINIA TEACHER

March, 1924

Social Problems of Education

WILLIAM R. SMITHEY

North Carolina

A Story of Triumphant Democracy

JOHN SPRUNT HILL

Versification in the Classroom

H. AUGUSTUS MILLER, JR.

American Home Economics Association

PEARL POWERS MOODY

PUBLISHED AT THE
STATE TEACHERS COLLEGE
OF HARRISONBURG, VA.

15 CENTS

Volume V March, 1924 Number 3

CONTENTS

$1.50 a Year Published Monthly 15 Cents a Copy

THE VIRGINIA TEACHER

VOLUME V MARCH, 1924 NUMBER 3

SOME SOCIAL PRINCIPLES OF EDUCATION

THE public school is not a natural institution but a willed creation. It was called into existence by society for a definite purpose. Since back of the public school lies no instinct that operates as a great social force to keep it true to its mission, society must ever be on its guard to keep the school its servant rather than its master. The social purpose back of the public school is the *protection, conservation, and development of society.* Society wishes to be rid of certain ways of thinking, acting, and living that have proved detrimental to social welfare—it wishes to be protected against these things; it wishes to conserve from the past those fine experiences that have helped to solve the great social problem of human living together; it also wishes to develop in associates a fine type of social co-operation and social good-will so that the members of the social order will stand together, think alike, and work at the essential tasks of life to the end that the anti-social person may be eliminated and those social attitudes essential to the development of social and national unity may be engendered; moreover society has a passion not only to prepare the individual for the social present but to make him a force to produce the social future. Hence it wishes to make the good citizen an efficient worker. It wishes every citizen to work at that task which he can do superlatively well, to the end that he may be happy in his vocation and make the largest possible contribution to the protection, conservation, and development of society. For the accomplishment of these ends, society maintains the public schools and finds justification for taxing one man to educate another man's children, for compelling children between certain ages to attend schools, for requiring certain subjects to be taught, certain methods to be followed, and certain standards to be maintained, for endeavoring to equalize educational opportunities, and for the recognition of individual differences in pupils. Expressed in a word, society hopes by its system of popular education to make the social man.

What are some of the social principles of education that should govern the school to realize its purpose? What are the principles of social education? In the brief time allotted to me I wish to mention the following social principles that the school should recognize.

1. *The school is a social institution.* The entire school organization, administration, and program of work should provide for social development to the end that social co-operation and social good-will may be secured. The development of "we feeling" in pupils is at the basis of all social education. If the school is to become a real social institution, it must provide that training that will cause the pupil to begin to identify his best welfare with that of the community and to realize that social unity is essential to social progress. Provision must be made also, if the school is to fulfil its social purpose, to provide for social "followship" as well as social leadership, for society needs intelligent co-workers as well as intelligent leaders.

Moreover, the program of studies of the school must make provision for imparting social knowledge. We live in a social world and most of our adjustments are social in nature—adjustments to men and to the institutions created by men. "Human relationships make or mar the world," and are perhaps the most fundamental relationships of life. It is not safe to trust common sense and experience to adjust the individual to the world of human relationships. Social knowledge is just as essential to the citizen as agricultural knowledge is to the farmer. If our social adjustments are to be intelligent, we must possess definite social knowledge.

As Ellwood says: "There can be no democracy if our boys and girls know nothing of the responsibilities, duties, and privileges of citizens in a democracy and the social conditions and ideals necessary for the success of democratic society." Since in a democracy a man or a woman is a citizen first before he is a member of a calling, trade or profession, it follows that a study of those social sciences, such as history, civics, economics, sociology, etc., essential to preparation for citizenship in a democracy, should be required of all those who attend the free schools of a democratic society.

2. *The program of studies must make possible the education of all who attend schools.* The good citizen is also the efficient worker. In a socialized community, every person should bear his economic load, should be a social asset rather than a social liability. Provision must be made, therefore, for the recognition of the individual needs of pupils. The school must endeavor to discover "the interests, abilities, and aptitudes" of its pupils. The school must be a prevocational institution before it becomes a vocational one. Vocational and educational guidance must come before vocational education. The junior high school idea must find real expression in the school program.

3. *The mental freedom of pupils should be the end point of instruction.* Children are sent to school to learn. To learn they must know how to study. Instruction is the principal business of the school and the improvement of instruction the principal duty of supervisory officers. The chief instrument of adjustment is the mind. "A safe and desirable social life is impossible without mental freedom." The school must teach children to think. Some form of directed study should take the place of the old formal type of recitation. The class period, therefore, should be a learning period and should be devoted to study, investigation, teaching and learning, and reciting. The capacity of the pupils, the nature of the subject, and the exigencies of the learning process should determine just how the class hour should be spent. The position of the teacher in the classroom must become less autocratic than it has been. *The chief business of the teacher is to direct, to inspire, to encourage, to suggest, to appreciate, and to lead, rather than to question, to dictate, to force, and to examine.*

4. *Training for the "worthy use of leisure" is an essential part of the program for social education.* Education should equip the individual to secure from his leisure the recreation of body. mind and spirit and the enrichment and enlargement of his personality. Almost every subject in the program of studies as well as the recreational and social activities of the school, may and should contribute to the attainment of these ends. The cultural aspects of education must always receive proper attention in any real program of social education.

5. *Provision must be made by the school for the physical development of all pupils.* The best contribution to society is made by those socially trained individuals who enjoy physical health and strength. It would be foolish for society to neglect physical training in its passion for positive social education, for the social fruits of social education are conditioned by the physical health and strength of those who labor. Health needs cannot be neglected without serious danger to the individual and the race. The school anxious to justify its social mission must provide health instruction, inculcate health habits, organize effective programs of physical activities, regard health needs in planning work and play, and co-operate with home and community in safe-guarding and protecting health interests.

WILLIAM R. SMITHEY

WILL DISCUSS INTERNATIONAL UNDERSTANDING THROUGH EDUCATION

Plans and accomplishments of various agencies now working for better international understanding through education will be discussed at the seventh annual meeting of the American Council on Education, which will be held in the assembly hall of the Cosmos Club, Washington, D. C., May 2-3. Dr. John J. Tigert, United States Commissioner of Education, and Dr. Glen Levin Swiggett, chairman of the National Council on Foreign Service Training, have been invited to take part in the discussion.

NORTH CAROLINA— A STORY OF TRIUMPHANT DEMOCRACY

A newspaper reporter once asked Jay Gould to tell him how he attained his amazing success. Mr. Gould replied: "The story is very simple. It is contained in three words—AUDACITY, AUDACITY, AUDACITY."

Your Chairman has made a special request of me, an active worker in the ranks of Tar Heel Democracy, to tell you on this occasion the story of the amazing progress of the State of North Carolina during the past few years. I could emulate the example of the famous wizard of Wall Street and say to this audience, "The story is very simple. It can be told in three words—EDUCATION, EDUCATION, EDUCATION." But my friends, when you go to "Gopher Prairie" for your speaker and draw up plans and specifications for his address, you must content yourselves with the "Main Street" wisdom of "Ezra Stowbody," the banker, and if you grow weary of the flow of his conversation, just send your bill for damages to the distinguished editor of the Atlanta Constitution, and to the President of the Retail Merchants Association.

There is no magic in the story of the progress of the Old North State. There were no great discoveries of gold or oil or coal in this territory. North Carolina just worked out its own salvation by utilizing the forces within itself. Bancroft, the historian, once wrote "North Carolina is the freest of the free." A prominent Tar Heel wit, seeing this quotation, took out his pencil and made the quotation read "North Carolina is the freest of the free and the slowest of the slow." The Tar Heel State, as some of you know from the geographies that you studied, used to be noted for its "tar, pitch and turpentine," and in the minds of its foreign-born historians was pictured as a narrow strip of poor land over which aristocratic gentlemen from Charleston were compelled to pass in making their annual visits to their aristocratic relatives in Virginia. Indeed some of our own Tar Heel people were pleased to describe the State as a "vale of humility lying between two mountains of conceit." It is my purpose tonight to look back over the history of the state and tell you, as briefly as possible, the story of how this "Rip Van Winkle of the South" arose from his slumbers, shook off the shackles that bound him hand and foot, and in the course of a very few years stood forth in the public mind and in the newspapers of the country as a joint owner with the State of Georgia of the proud title of the "Empire State of the South."

This address was delivered at the annual meeting of the Retail Merchants Association at Atlanta, Georgia, January 28, 1924.

"Hell, Calomel and Democracy"

The Old North State throughout all of her history has been the home of democracy. In the early days these plain people were firm in their faith in "hell, calomel and democracy." The wise saws of old Nathaniel Macon, the greatest Tar Heel democrat of his time, constituted the choicest food for their political thought. "Hold elections every year"—"Don't live near enough to your neighbor to hear his dog bark"—"Poor land is the best neighbor"—"Pay as you go," and other words of wisdom quoted from the speeches of Nathaniel Macon always brought hearty "AMENS" in any political gathering. Fed up on this old-fashioned democracy, the Old North State almost ceased to function and about the beginning of this century lay prostrate, poor and ignorant. Her people were divided into sections that fought each other. Members of families were divided against each other and almost every man was for himself. Thousands of progressive young men in the eighties and nineties had left the state in disgust to seek their fortunes in more progressive states to the north and to the south of us. Education of the masses was almost impossible because practically nobody wanted it. The rich refused to be taxed to educate the poor and, in many sections, the poor even gloried in their ignorance.

Demagoguery stalked abroad. The votes of 120,000 ignorant negroes had thrown the government of the State into the hands of the Populists and Republicans. In some sections white teachers in public schools were compelled to receive their certificates from negro Superintendents of Education. Negro policemen in some of the towns of the eastern part of the State arrested white men and brought them to trial before negro ma-

gistrates. Over large areas men slept on their guns, and riot and bloodshed were frequent occurrences. Finally, full fledged revolution in the eastern part of the State broke out and "To your tents, O Israel, your bullets tonight, your ballots tomorrow" was flashed from the watch towers of the "Red Shirts" in the early evening of November 7, 1898. Thousands of white men irrespective of political affiliations, in an "uprising of almost the entire people," says a prominent leader of the times, seized the reins of power and once for all put an end to fear of negro domination by the passage of the Suffrage Amendment to the State Constitution, which required for all voters "educational qualification," but for a period of eight years allowed white men, who voted prior to 1867 or who were descended from such voters, to exercise the right of suffrage.

The passage of the Suffrage Amendment to the State Constitution was perhaps the greatest single blessing that ever came to the Old North State. It marked the dawn of a new day. It paved the way for great State-wide policies of to-day. It was not only a blessing to the white people but it was also a great blessing to the negro people. Out of the excitement and confusion and dissension of these stirring times, the form of one truly great man slowly emerged, standing neck and shoulders above his fellows.

Born out of the very loins of the people, a democrat of democrats, Charles B. Aycock stretched out his hand over this stormy sea of democracy and calmed its angry passions. It was this bold and fearless leader, with a passion for service to the State never before surpassed, who mounted the political arena in North Carolina and turned his back upon demagoguery and individualism and race hatred of the times, and boldly proclaimed the doctrine of "Peace on earth, good will towards men." He preached from every platform he could find in the State the great idea of Universal Education. Listen to his very words.

"I tell you men that from this very hour opposition to education will mark a man opposed to the theory of our Government, which is founded upon intelligence and virtue." "We will provide intelligence by a system of schools which is designed to reach every citizen, and there will be less of political bitterness and race hatred." "The wealth of the State will increase as education of the people grows." "Industry will have a great outburst." Here speaks the inspired voice of Triumphant Democracy. To develop heroes, there must be occasions for heroism. In Charles B. Aycock the man and the occasion met. The old-fashioned disciples of Nathaniel Macon and the new-fashioned bullet-head statesman and the liquor people were amazed at the very audacity of Aycock's proposal to tax the white people to educate negro children and raised a great howl over the alleged injustice of taxing the rich to educate the children of the poor, and they organized to fight Governor Aycock to the finish.

But many young patriotic louls, like McIver and Joyner and Alderman and Tompkins, flocked to his rescue and helped Aycock to carry the message of universal education to the people, and soon the eloquence and earnestness of these hundreds of young advocates of universal education caught hold of the imagination of the plain people of North Carolina and, one by one, school houses in the east, school houses in the Piedmont Country and school houses in the west began to spring up on more than a thousand hills, and the Old North State began to vibrate with new life. And she has been vibrating ever since. In one way or another during this period the spirit and nature and character of the North Carolina people underwent changes that have made possible the amazing manifestation of present-day wealth and power and happiness. Finally in 1919 the people in ninety-nine out of the hundred counties of the State voted to put in their Constitution a mandate for a minimum six-months school for all the children of school age in every district in the State, and the State Legislature then followed this amendment with acts doubling the tax rate for public schools and making the attendance of all children of elementary school age compulsory.

Education Brings Factories

The crusade against ignorance in North Carolina brought a larger vision of the resources of the State to many of its people. Business men all over the State came to understand that it takes knowledge to develop power and that it takes power to develop organized industry. Digging something out of

the ground or cutting it from the forests and sending it to our educated neighbors of the North and selling it for ten cents, so that these smart people, with their superior knowledge, might run it through their machines and sell it back to us for one dollar, had just about bled the Old North State to death. Our people were, therefore, quick to grasp the idea of Aycock and Tompkins that successful manufacturing enterprises would necessarily follow in the wake of University Education.

North Carolina owes much to D. A. Tompkins, the early leader of industrial progress. To Tompkins it was clear that for a century we had been able to make cotton, tobacco and other things that serve as a basis for operating mills and factories, and that always conditions in North Carolina had been favorable to the manufacture of cotton and tobacco and furniture, but that these resources were not of much value, and North Carolina could not make much headway in industry, until men and women were at hand with the knowledge and skill to utilize them. One of the reasons why the value of all the manufactured products of North Carolina in 1900 was only $40,000,000 per year was that we just did not have the people who knew how to manufacture except in a primitive manner and on a most limited scale. In looking back over the history of these times, it is easy to understand why young captains of industry, like Julian S. Carr, Geo. W. Watts and Erwin and Cannon and Cone and Cramer and Draper and the Fries and the Hanes and the Leaks and Steeles, all led fights in their respective districts for the imposition of local taxes upon themselves for the support of the public schools and for the issuance of bonds for the erection of school buildings.

It is significant that J. B. Duke, the greatest captain of industry that North Carolina has ever produced, said: "Trinity College, founded by my father, shall become the most heavily endowed college in America." It is equally significant that R. J. Reynolds, the next greatest captain of industry that North Carolina has produced, showered his wealth upon the public schools and high schools of his home town, the main location of his factories. In the early days of our great industrial progress in North Carolina, these young captains of industry made frequent calls upon the schools and colleges of the State for help, and always the response from our schools and colleges was prompt and the supply of trained men and women was ample. Today our home people are familiar with textile production, electrical installation and operation, all kinds of dyeing and other chemical processes used in manufacturing; and we have a big army of men and women who know the last word in cotton mill work and in the manufacture of tobacco and in the manufacture of furniture and in many other lines of industry. No manufacturing problem is too complex and none is too difficult for this great army of workers to master. We need not be surprised, therefore, that as the fruits of this happy combination of universal education and organized industry has come one of the most amazing stories of industrial progress in the history of the world.

Changes in Twenty Years

It is significant that during this period our people voluntarily increased their taxes for universal education from $1,000,000 in 1900 to $23,000,000 in 1923, and the value of our school property, during the same period, increased from about $1,000,000 to $35,000,000. In 1900 North Carolina had about thirty high schools; in 1923 the number had increased to four hundred and seventy-five. In 1900 the high school enrollment was about 2,000; in 1923 it had increased to 48,000. In 1900 the State appropriated to educational institutions $8,000 for permanent improvements for a two-year period and $23,500 for yearly maintenance, while in 1923 the State appropriated $7,000,000 for permanent improvements for a two year period and $1,748,000 for yearly maintenance. We are not surprised, therefore, to find that in 1900 29.4 persons out of every one hundred in North Carolina were unable to read and write, while twenty years later this percentage was reduced to 13.1 and the number of white people unable to read and write in North Carolina was only 7.2 persons out of every one hundred. And we need not be surprised when we see it heralded in the newspapers from Maine to California that North Carolina has reached the top in the manufacture of tobacco, is second only to Massachusetts in the value of the products of her cotton

mills, is second to Michigan in the manufacture of furniture, and the total value of all manufactured products turned out in the State has grown from $40,000,000 a year to more than a billion dollars a year, and that the assessed value of property listed for taxation has increased from about $306,000,000 in 1900 to about three billion dollars in 1920. But while it is undoubtedly true that the great idea of universal education has been the basic factor in our progress, other factors and other ideas have helped to hasten the development of our resources and to make certain our future prosperity.

Public Health

One of these additional factors is the great idea of public health and its promotion by the entire State. The men and women who were directing the campaign for universal education were quick to see that unnecessary sickness and preventable disease constituted a very serious handicap to their efforts, so they joined hands with the public health authorities of the State for a greater forward movement for State-wide sanitation and State-wide cure of disease and State-wide prevention of disease.

On account of its geographical location North Carolina is especially susceptible to two semi-tropical diseases, malaria and hook worm disease. And, on account of its predominating rural population, typhoid fever and other fecal borne diseases have largely affected public health. And, on account of ignorance and poverty of the masses of the people, three-fourths of the school children had bad teeth, and a large percentage of the grown people had pellagra. Again North Carolina had luck in finding the right leader at the right time, and in July, 1909, Dr. W. S. Rankin, another brilliant young son of democracy, with a clear-cut vision of a greater State, entered upon his duties as secretary of the State Board of Health and began his great constructive work that, because of its achievements and innovations, has won both National and international recognition. Just a few months ago a special mission from the League of Nations came to inspect Dr. Rankin's work for sanitation and health in North Carolina.

With the advent of Dr. Rankin as Secretary of the State Board of Health, an intensive campaign was begun throughout the entire State to interest the people in sanitation and public health, and into all parts of the State speakers were sent to tell the plain facts about health conditions and how to remedy them. These educational addresses were made to conferences of county superintendents of schools, to gatherings of school teachers, to the State Federation of Women's Clubs, to the State Press Association, and a special Sunday in April of each year was set aside as Sanitation Sunday so that the ministers and churches might do their part in the crusade against filth and disease. The first efforts in the eradication of hook worm disease were to interest school teachers in the disease and through their assistance examine and treat the school children and thereby reach the communities in which these children resided. With a State appropriation of only $10,500 a year, it required immense self-sacrifice and zeal and energy on the part of Dr. Rankin and his associates to carry out this great work. But, step by step, progress was made and the next two years showed rapid advances in sanitation and health work.

Educational bulletins sent out from Dr. Rankin's office increased from 10,000 per year to 40,000. Articles on health conditions were carried almost daily by the newspapers. The educational work through the Board of Health, through the agency of public schools and colleges, was tremendously increased and public interest was aroused, and the legislative appropriation was more than doubled. Then came special drives against hook worm disease, against pellegra and against typhoid fever and against malaria and against tuberculosis through active cooperation of the health authorities and educational forces of the State with most remarkable results. In ten years the hook worm disease in North Carolina has become rare. Malaria is making a last stand in a few Eastern swamps yet undrained. Typhoid fever and small-pox have been almost entirely eliminated from the State. A death rate of 69.6 per thousand population from typhoid fever in nine years was reduced to 12.5 per thousand, or a reduction showing a saving of six hundred lives per year and a decrease of 6,000 cases of typhoid fever per year. Tuberculosis, which holds a place

throughout the world as one of the major causes of death, showed a drop of one thousand cases in six years, from 1914 to 1921. All in all, in the five years from 1916 to 1921, we cut down the number of deaths in North Carolina a total of 4979 per year, although during these five years the population was rapidly increasing.

Cradles vs. Coffins

You have no doubt heard, my friends, that in proportion to her population there are more cradles and fewer coffins used in North Carolina than in any other State in the Union. In the twenty years from 1903, the date of the first outburst of indigestion against hookworm disease, the yearly appropriation for public health and money raised by public taxation increased from $2-000 per year to $387,000 per year, or a multiplication of the expenditure of public money for public health of 193 times. So far as I have been able to learn, there has not been found a single intelligent voter in North Carolina seriously opposing this expenditure of public money. Experience has shown that for every death in a population group there are seven hundred days of sickness, and economists have calculated the average sickness at $2.00 per day and the economic value of the average life is $4,000. By a little calculation some idea may be obtained of the economic saving to the State brought about by the reduction in the death rate and the prevention of sickness in North Carolina during the past five years. Is it worth while to save for the State the lives of 5,000 of its people every year? Is it worth while for the State to save its people from 3,500,000 days of sickness each year? Is it worth while for the State to expend $387,000 to make a saving each year of $27,000,000? Is it worth while for any state to organize itself for action and lay the strong arm of the State on every school girl and on every school boy of the State and, as near as possible, safeguard him from disease and guarantee to him a sound mind in a sound body?

JOHN SPRUNT HILL

One of every 10 members of the faculty of the Pennsylvania State College is devoting virtually all of his time to research work.

VERSIFICATION IN THE CLASSROOM

WHY, of all things under heaven, teach versification?

That, I imagine, is a question which many of the readers of the title of this article will ask. They will protest that versification can scarcely play even a small part in the lives of boys and girls; that it has no bearing upon their future vocations; that it is, in brief, another of the "frills" of education, pleasant perhaps to the teacher, distinctly the reverse to the student, and of no practical use to anybody.

However, I believe that there are sound reasons for including the writing of verse in our curricula. Examine books of literary selections, such as we use in our literature classes, and you will find that a very large percentage of these selections are poetry. Versification, therefore, should prove a distinct aid in the teaching of appreciation, for it is a well established fact that we come to recognize the successes of others when we ourselves have tried the same things. Even though our trials have been failures, the result is the same. All over the world, for instance, boys and girls are studying music, instrumental or vocal. How many of these will attain a platform popularity? How many parents, as optimistic as parents are, hope for such popularity for their offspring? Very few. But they do hope that the most rudimentary knowledge of music will provide opportunity for a certain degree of self-expression and a genuine appreciation of one of the great arts. If this reasoning be logical for music, why is it not logical for poetry which Matthew Arnold calls "the most perfect speech of man"? The young person who struggles with the problems of meter and stanza, form and figure of speech, may never become a poet. He may even—and here is a possible danger—thoroughly detest the task before him. But I have found that, generally speaking, he comes more quickly to a love of poetry and an understanding of it by reason of his own experiments.

Another reason, corollary to the first, is the possibility of the development of an artistic sense in the young writer. We are hearing so much these days about education being

a preparation for life. Good! but the average person who repeats that magic phrase means one thing, and one thing only, by it: that the education should prepare the boy and girl to make money or fame or success. That same average person sees little in the schoolman's contention that preparation for life includes the wholesome enjoyment of leisure.

To me one of the most striking passages in "The Americanization of Edward Bok" is Bok's criticism of the American business man, whose sole aim is to amass wealth and who gives no thought to a period of retirement. "Grow old along with me; the best is yet to be, the last of life for which the first was made" has little place in the philosophy of American business, and this pitiful fact is the more pitiful when we realize that a period of retirement to our same average person would prove only a period of unrelieved boredom. Why? Because there is no refuge of the mind to which the retired worker can go; all his life he has refused to store up for himself food for the future. His only music has been the clink of the coin; his only sculpture the head on the dollar; his only poetry the announcement of dividends; his only drama his own life's spiritual failure. To develop, then, an artistic sense, be it ever so small in degree, is no inconsiderable part of our educational plan to "prepare for life."

Any teacher who has experimented knows that versification creates in the student a new feeling for words. To say a thing in the easiest and most obvious way is not always the way of poetry, and the novice learns quickly to distinguish between the commonplace and the unique. The requirements of rhythm and rhyme send the young versifier scurrying off on a breathless hunt for new words and phrases. Unconsciously he is, at once, building his vocabulary and discovering the fine distinctions between words. I know of no other form of composition that so readily challenges the originality of the student.

And then, of course, there is always the possibility of discovering a genius. This may never happen; yet again——? At any rate, the teacher who will try out a little versification has the surprise of his life in store for him, for now and then he will be astonished at the depth of emotion, the sense of beauty, and the feeling for technique which his students possess. More and more I am coming to the belief that our young people need only a little sun to make them grow into flowering plants—but they must have the little sun.

How is this versification to be taught?

First, the teacher must love poetry and know poetry. It is axiomatic that no teacher can lead students into the field of successful versification without such love and knowledge. Lacking these, he would do best to confine his instruction to the medium of prose.

The first step must naturally be on the mechanical side. The students must be taught the kinds of feet, the structure of stanzas, the forms of poems. They must know how variation of meter is attained. They must be familiar with such devices as onomatopoeia, assonance, refrain, and the rest.

When once these necessary rudiments are fixed, it is a good practice to have the class experiment with meter without words. Using *te tum* for unaccented and accented syllables, respectively, let them see the difference between

X - | X - | X - | X -
X - | X - | X -

and

X - | X X - | X X - | X -
X X - | X - | X -

A few exercises in this sort of thing are usually sufficient to acquaint the embryo poet with the principles of meter. With this start, the natural step forward is the fitting of words to set metric forms. Any word will do—the more nonsensical the better, for the nonsense keeps the group in good humor and helps to dissuade them from the suspicion that the teacher is trying to make Miltons or Shakespeares of them. For instance, the teacher may write upon the blackboard:

X - | X - | X X - | X -
X - | X - | X X -
X - | X X - | X X - | X -
X - | X X - | X -

A call for a first line to fit the indicated meter will bring forth, after some hesitation, much gulping, and more blushing, such an offering as

We try to think of a verse to write....

and the class, quick to take the hint, will gradually develop the rest

And scratch our heads for a thought;
We think and we puzzle and we bite our nails
But all of it comes to naught.

To direct the work into more serious and worth-while channels is the next problem. But if the start has been successful, if the interest of the class has been caught, the problem is not so stupendous as it may appear. Some members of the group will never advance beyond the nursery rhyme stage, but experience has led me to believe that at least half of every class of average intelligence will respond to instruction and will produce creditable verse.

As a matter of method, I maintain that, when once a class has arrived at the stage where they begin to take the work seriously and where one may really feel that the basic principles are understood, it is wise to set them to work on hard rather than easy assignments; for example, the writing of old French forms or the sonnet. These forms are particularly valuable for training, since the strict character of their structure creates at once a respect for form, a consideration too frequently ignored by the beginner. What is more , when the student later writes the simpler verse, he finds that his training in observing the exacting rules of the more artificial types helps him greatly to make his poems more accurate in technic.

I am in no sense trying to establish a formula for the making of poets. I have simply attempted to indicate something of my own methods in teaching a form of composition that is quite generally taboo. I conclude my paper with a number of verses written by members of my poetry class. No claim of great literary distinction is made for these, but I offer them as examples of the work that any average class can be reasonably expected to produce—if given the chance.

H. AUGUSTUS MILLER, JR.

ROSEBUD

Your life, dear child, is a rosebud bright
That comes in the spring so fair,
And when it is blessed by the morning dew,
Is twined in your flowing hair.

Then comes a time in your beautiful life
When you become lovely and fair
Like the rose that has blossomed from the bud
That waved in the perfumed air.

But to you, as well as to the rose,
The cold, long night must bring
A blight that will wither your very life,
When it is no longer spring.

LUCILE MILBY

A THOUGHT

A placid, tranquil stream was flowing by
A soft and mossy bank, whereon I lay
And watched each ripple strike the rocks and die;
And where above, in his full-throated way,
Some bird sang notes of sweetest harmony.
Blithe bird! how care-free you seemed that day in Spring!
What joyful, happy thoughts you brought to me,
When on the ground I lay and heard you sing!
In the vale a million flowers of brilliant hue
Were sheltered by a mass of cooling shade:
Though here and there on lingering drop of dew
The sunlight gleamed. I thought, "If God has made
This earth so fine to live in and to see,
Like what will the eternal Heaven be?"

FOSTER GRESHAM

A TRIOLET

'Tis oft I sit alone at night,
Beneath an autumn moon,
And watch its golden beams of light.

'Tis oft I sit alone at night,
And looking at God's satellite,
I croon some childhood tune.

'Tis oft I sit alone at night,
Beneath an autumn moon.

EDWIN R. BOWMAN, JR.

JOY

A Triolet

It's good to be alive to-day,
The world is shining bright and new,
With friendly flowers to nod and sway.
It's good to be alive to-day,
And if you send a sunbeam ray
Your life will brighter seem to you;
It's good to be alive today,
For the world is shining bright and new.

DOROTHY CROSS

THE TREES

(A Rondel)

Is there anything lovelier than a tree,
In this world that God has made?
The oak, and the beech, and the willow, all three,
Do change their dress as the seasons fade.

From green to scarlet with Jack Frost's aid,
Their snow cloak in winter I like to see.
Is there anything lovelier than a tree
In this world that God has made?

The pines shelter birds after flight so free,
When the fierce storms of winter invade.
There is nothing more useful, it seems to me,
Than the various woods, and their shade.
Is there anything lovelier than a tree
In this world that God has made?

MARGARET SEVERS

THE PROBLEM

(Rondel)

How in the world can they write—
These poets—this stuff you call verse?
They sing of the stars gleaming bright,
My songs go from verse to worse!

Ye gods! this will lead me to curse,
These rhymes that haunt me all night,
Oh, how in the world can they write—
These poets—this stuff you call verse?

Wouldn't it be a delight
If my thoughts rhymed? but quite the reverse—
I've tried to make it seem right
But *first* simply *won't* sound like purse!)
Tell me, how in the world can they write—
These poets—this stuff they call verse?

KATHERINE HATCHET

A FEAR AT NIGHT

(Rondeau)

I

The door flew open, but naught saw I;
The wind came in so cold and dry
That it chilled me from my foot to head,
And filled me with a nameless dread;
O, from that place could I but fly!

II

But me the blankets so did tie
That I could scarcely move an eye,
For it was just as I'd reached the bed
The door flew open.

III

At last an opening I did spy,
And for that opening I did try
To move myself, and then I fled,
But suddenly stopped as if struck dead,
For I discovered the wind was why
The door flew open.

GORDON RENNIE

WHEN

When April skies are turning blue,
When boats have come out on the bay,
I'll be coming back to you.

Long before the grass is new,
And before the reaping day,
When April skies are turning blue,
When every lad to his lass is true
When not a lassie dare say nay,
I'll be coming back to you.

When birdies on the branches coo,
When chickens roost in the new-mown hay,
When April skies are turning blue,

When early morn is wet with dew,
When there are no gathering clouds of gray,
I'll be coming back to you.

I'll be glad to see you too,
If you will wait until that day;
When April skies are turning blue,
I'll be coming back to you.

JANET COHEN

SCHOOL

(A Ballade)

I like to go to school
To study and learn to spell;
I wish I wasn't such a fool
But knew all things so very well;
I'd always in all things excel,
And win in every student race,
But why I can't I cannot tell—
For school is such a foolish place.

They make me study every rule
And learn where all the races dwell,
And fuss with me and ridicule
From opening to closing bell;
And then I let out such a yell,
I run home at a wondrous pace;
My great delight I cannot quell,—
For school is such a foolish place.

Sometimes I dream I'm at a pool,
Down in some nice old shady dell,
A-fishing where it's still and cool
And with my dog, old faithful Nell—
But this is really what befell:
The teacher saw my smiling face
And put me in the caitiff's cell—
For school is such a foolish place.

L'Envoy

But I must go to my death knell;
(At least that seems to be the case.)
I wish they soon would me expel—
For school is such a foolish place.

VIRGINIA BROCKWELL

YOUNG SEBASTIAN CABOT BLACK

When young Sebastian Cabot Black
'Lowed as how he'd sail the sea,
He up and bought the Nancy Fair,
From Soloman Sampson Lee.

He bought a big sou'wester,
And an oil skin coat to match,
And he polished up the brasses,
From the crow's nest to the hatch.

He shipped a crew and a mate or two,
And headed down the bay,
But young Sebastian Cabot Black
Now rues that fateful day,

He steered 'er round the Cape 'o Cheer,
And headed for the sea,
But doomed was he to meet his fate,
Far from a peaceful lee.

The wind was blowin' 'alf a gale,
And the craft, she pitched and tossed,
And young Sebastian Cabot Black
Knew that his ship was lost.

He reefed the sails and kept his course,
But the wind and waves and rain
Was more than he could overcome,
Tho he fought with might and main.

At last he headed for a port,
But the dreaded deed was done,
And now a derelict, on the rocks,
Shows where the weather won.

Now young Sebastian Cabot Black
Has a grave in the deep sea lan'
Which shows that 'tain't the clothes, my friend,
That makes a sailorman.

EDWIN R. BOWMAN, JR.

THE BUTTERFLY AND THE BUBBLE

In a valley one night
I found a beautiful butterfly.
The moonbeams gently touched its snow-white wings,
As it softly kissed each drooping lily.
I blew a beautiful bubble—
For I was a blower of bubbles—
And in it I placed my pure little creature.
What a beautiful thing it was,
The little butterfly—its pure, white delicacy—
Its lepidopteran beauty and grace,
Surrounded by my wonderful bubble—
A bubble made of dreams, hopes, desires.
How I wished to clasp it to my heart!
How I loved it! How I craved it!
But, no, I must not:
It would break my beautiful bubble of dreams.
But then, my pretty little butterfly became restless.
It did not mean to hurt me, I know;
But, oh! What pain it caused to see my dream broken,
And vanish into the cool, blue atmosphere!
The butterfly was gone.
What a fool I was to think that it would stay!

MAURICE W. BUTLER

THE SCHOOL ASSEMBLY—ASSET OR LIABILITY?

IN so many of our schools throughout the country is found the problem of the school assembly or chapel. This is especially true of the type found in smaller communities where the school system is represented by one elementary and one high school usually under the same roof.

From the knowledge of the way in which this important adjunct of the school's curriculum is conducted and the attitude of many principals toward it arises this question: Is this period, in which the entire school comes together as a unit, really an asset or a liability? Is it a gathering which materially aids in the progress toward the goal of education or is it conducted along the lines which tend to discredit and overlook some of the fundamental values of school life?

The school assembly period is fraught with many possibilities for the development of the pupils along the lines of the school's avowed purpose for being. The principal who does not realize this opportunity or more often assumes an indifferent attitude is losing the best results in training for citizenship and larger social intelligence.

The city schools with their more progressive systems, better trained supervisors and principals, are becoming more and more alive to this factor and are studying ways and means of broadening its usefulness. They are developing programs and testing various schemes of making the school assembly a vital part of the life of the school. They are experimenting on the subject matter with as much concern as on that of any course in the curriculum.

But many of the heads of the schools are not awake to what their more active and resourceful brethren are doing. They have received the traditional chapel period as a bequest from their predecessors along with the stone steps in front of the building and the old maple trees in the rear. And truly said, it gives them no more concern than the steps or the trees. They conduct the period with the same deadening routine and lack of interest that have characterized it in the past. In such a place the assembly is a liability and the reaction on the pupils is harmful.

A pupil is heard exclaiming when starting to school late or on being urged to hurry, "Oh, I'll get there by the time chapel is over and before classes start. They don't do much in chapel any way, and if I miss they don't seem to care much." The principal aids in this impression by following a fixed routine for the assembly which varies but slightly during the entire session, the changes which occur being rarely due to his ingenuity. A school board member comes in occasionally and is easily induced to make a talk, or there happens to be a speaker of some prominence in the vicinity who is brought around and holds forth at length to the secret delight of the pupils, in whose minds is a picture of deranged schedule and the possible omission of several classes.

The routine just mentioned is composed of about the following procedure as it has been observed in several schools, and it will no doubt answer for many more of the same type. There is an opening song, in many cases from a book supplied by a music house as an advertisement but characterized as a "compilation of one hundred best state and patriotic songs." This is a type of song with which everyone is familiar and has been since he can remember. There is no argument against them, but in their continued use every day, sung in the same spiritless manner, there fades away the stimulating effect of aroused emotions and ideals. Let rest for the time the strains of Old Black Joe, Tenting Tonight, Columbia the Gem of the Ocean, and their kindred tunes.

Following the song comes the scripture reading, usually taken from the last few pages of the song book wherein are found about twelve selections. Frequent repetition dulls their reception and after the first few weeks they become a part of the listless exercises. Announcements and a closing song completes the assembly. Thus it goes from day to day, week to week, and month to month.

The tendency today, as stated before, is swinging away from this condition and the school assembly is taking its place as a big item among the school assets.

One of the fundamental principles is—no assembly without a definite purpose. What is the use of meeting every day to go through exactly the same program? Another principle is the participation and co-operation of the pupils themselves; the creation of the personal interest of the students in the program and the sharing of the responsibility for its carrying out. This conception is different from the old idea of the chapel period. It recognizes the school as a cross-section of the life of the community and in these gatherings of its future citizens a great opportunity for training in social ideals.

Here is one school's assembly program which shows a step in the right direction. This school takes the week as a unit. On Monday morning the school as a whole meets for a short session with the principal presiding. He conducts devotional exercises, makes announcements and outlines the week's program. The Tuesday morning period is a music assembly for the first and second year students, while on the following morning the two upper classes take the period for the same purpose. The period is omitted on Thursday and work is so arranged that the period may be lengthened on Friday without deranging the schedule. The Friday period is for the student activities, and the student body president is in charge. The program for this meeting is carefully worked out by a student committee with a faculty advisor. The result is a period brimful of interest to all the students. Space is too limited to mention the many things of value that are presented at these meetings. Matters of school policy and conduct, athletic relations and ideals, student publications and societies, all come in for intelligent discussion and consideration by the students themselves.

Other schools have no definite schedule for assemblies but place the holding of them in the hands of a joint committee of students and faculty which decides as occasion and circumstances warrant. These are fairly numerous during the year and are of various natures. The Lincoln School of Teachers College, New York City, divides them into five different types. First—class study assemblies. Discussion by the whole group of some subject which at a certain time is claiming attention of various classes. Second, co-operative assemblies by several grades. Certain grades will present features of their work in an interesting way to the whole school. Third, current interest assemblies.

Under this head comes the observation of national holidays, birthdays of prominent men, better English week, and similar events. Fourth, programs by artists and specialists. Fifth, music assemblies.

Such an idea of a school assembly clearly illustrates what an asset it can be made. Many of the values of such a program are very evident. It gives practice in the organization and presentation of material. It puts the pupils actively to work and makes for quick thinking. The audience gets useful and interesting facts and an increased respect for subject matter. The assembly reacts directly on and stimulates work in the classroom. Then also there is developed a unifying influence so essential to community and national growth.

This newer and larger conception of the assembly is rapidly growing. Many schools are conducting interesting experiments and are getting splendid results. Progress is very noticeable, and many have caught the vision of the ideal which has been characterized as one of vital school meetings where pupils learn to share their interesting experiences, to express themselves intelligently, easily and naturally, and where they crowd toward higher standards of comradeship, citizenship and scholarship through co-operative efforts in school affairs.

It behooves those who are following the old path to arouse themselves and start actively to work on this new ideal which when achieved will mark a big step forward in school efficiency.

H. GRAY FUNKHOUSER

CONFLICT OF OFFICIAL OPINION ON RELIGIOUS TEACHING

Use of schoolhouses in Utah for religious instruction, specifically by the Mormon Church, is forbidden by State laws and the State constitution, according to an opinion rendered by the Attorney General of the State, himself a Mormon. On the contrary, Dr. C. N. Jensen, State Superintendent of Public Instruction, has recently advised a school board that such use of school house is permissible. Under the status of Utah the State Superintendent is legal adviser to all school boards, and his advice will govern the boards unless prevented by judicial action.

REPORT OF THE MEETINGS OF THE AMERICAN HOME ECONOMICS ASSOCIATION

THE American Home Economics Association met in New Orleans December 28, 1923, to January 4, 1924. The members of the association were welcomed most cordially by Miss Cleora Helbing, Lousiana State Supervisor of Home Economics, Mrs. P. J. Fredericks, who represented the women of Lousiana, and by Mrs. Jesse Penrose Wilkinson, President of New Orleans Federation of Women's Clubs.

No stone was left unturned in planning for the entertainment of the city's guests. Never has the American Home Economics Association met greater hospitality than was shown in New Orleans at the recent meeting. Great care had been taken to plan recreation and sightseeing tours between programs. On Saturday night, Lousiana was our hostess at a banquet given at the Southern Yacht Club. Sunday morning we were piloted through the old French Quarters by New Orleans women who pointed out the places of interest. In the afternoon the Parent-Teachers Association took us on an automobile trip through the parks and residential sections. From this we went to the Joseph A. Craig School, where an exhibit of Home Economics and Industrial work of the negro schools had been arranged. On Monday afternoon our hostesses took us for a trip in the harbor, second port of the United States. This gave us a real opportunity to get acquainted. Another trip of interest was a visit to the School of Art at Newcomb College. Many of us took advantage of the opportunity to visit New Orleans' two big vocational schools, Delquado for boys and Nicholls' for girls.

The Association held its first meeting at the Roosevelt Hotel Friday evening with an audience of more than four hundred. "Parenthood, a compulsory course in schools and colleges," was advocated by Miss Alma L. Binzel, assistant professor of child training in the University of Minnesota. Miss Binzel explained how this was possible through the Shepherd-Towner Infant and Maternity—Hygiene bill.

Dr. Alice Blood, president of the Association, gave an interesting address on the need of women for training in the making of better homes.

"The importance of this question should resolve itself into a national movement," said Dr. Blood. "Is is an obligation on our part to interest ourselves in all movements affecting the greatest of all institutions— the home. And as the child is one of the home's greatest possessions, the community should count on us for the promotion of all measures of child welfare,,

Foods and Nutrition Section

One of the most interesting sessions was that of the Foods and Nutrition section. Dr. Amy L. Daniels, of the University of Iowa, talked from her own experience on food needs of children. She emphasized the value of cod liver oil for the artificially fed baby—in fact Dr. Daniels said, "We are going back to cod liver oil in therapy. We've come to the point where we never treat an artificially fed baby, even if its food is cow's milk, without cod liver oil. Half a teaspoon is excellent for older children twice a day." It was found that children who take cod liver oil have greater resistance toward infectious diseases.

"Children, who are wrongly fed," says Dr. Daniels, "are more susceptible to colds and other respiratory diseases, whereas children who have the necessary elements in their food are affected lightly or not at all."

It has been found that the well child who does not eat enough often fails to do so because the proper food is not put before the child. Poor appetite is often due to the lack of such foods as fruits, orange juice, and vegetables which stimulate appetite. Dr. Daniels placed great emphasis on milk in the diet. She was convinced, in feeding a large number of children, that every child needs a quart of milk a day, also that we have been feeding children too much cereal and bread. The following is the diet found to be satisfactory by Dr. Daniels in her experimental work: (1) a quart of milk daily (2) one serving of semi-refined cereal once a day (3) one serving of bread at each meal (4) a serving of potatoes, not exceeding one half cup (5) an abundance of vegetables, three servings of one kind or one serving of three kinds, not including potatoes or corn (6) three servings of fruit or three kinds of fruit, one of them raw. If the child wants more food, then provide more bread and cereals, but the child should not be allowed to satisfy the appetite on bread and cereals first. Dr. Daniels condemned the meat, bread, potato, gravy and milk type of diet because it excluded fruits and vegetables.

Dr. Katharine Blount of the University of Chicago discussed points to be emphasized in teaching nutrition in college. Dr. Blount advocated vitalizing nutrition teaching by making it a matter of personal health, then applying it to the community. Stress was placed on the fact that it requires more skill to teach laboratory work than lecture work, for if the work is done with the hands only, and not the brains, it is without value, allowing students to develop habits of poor technique which are very difficult to break. Dr. Blount feels that in elementary work students should develop a scientific attitude toward research which will broaden their vision and develop laboratory technique. As the subject grows the emphasis changes, but the fundamental principles remain the same. Dr. Blount pointed out that we need to know more about what superior children eat, both in quality and quantity.

Miss Ada M. Fields, of George Peabody College, told of a project with underweight college women. The nutrition department, the director of physical education, and the medical examiner co-operated in studying a group of underweight college women, with the idea of bringing these young women up into the normal weight zone. Nineteen underweight young women who were passed upon by the medical examiner as being free from physical defects, were selected. Sixteen of these volunteered, and thirteen saw the experiment through. At the first meeting of the group a record was made recording height, age and weight. A time record was made by each student of a typical day. Each student also made a typical day's menu. Individual conferences were held with the nutrition director, in which the habits of living and diet were discussed with suggestions for improving them. Students were shown how to work out their daily fuel requirements and asked to keep a record of all food eaten. Some of the food requirements were: a pint of milk a day, and three vegetables every

day. Sufficient rest , sleep, recreation and exercise were required. The group was weighed weekly. The conclusion drawn was that students who were free from physical defects could gain from one-half to three pounds a week over a long period by increasing their food intake and improving their habits of living.

Miss Jessie Hoover of the Dairy Division of the U. S. Department of Agriculture gave an interesting talk on "Milk for Health" campaigns—how they are organized and carried on. The chief committees suggested for the carrying on of such a campaign were the School Activities Committee, Publicity Committee, and the Program Committee. Good speakers are secured, use is made of milk films, and exhibits are procured. In the study of milk, children make many attractive and instructive posters. Merchants in the town become interested, and such advertisements as "Drink milk and grow a Foot—we furnish the shoes" appear on the screen and in the daily papers. The value of such a campaign is the reduction of malnutrition twenty per cent and the milk campaign was considered a big contributing factor.

Miss Nellie Fitzgerald, of Knoxville, gave a report of the nutrition program in that city. In the elementary grades the aim is to establish health habits; in the upper grades, students are taught more of food values. Miss Fitzgerald reported that the two chief causes of malnutrition in children who were free from physical defects were lack of sleep and an inadequate amount of food. In cases where children fail to gain over a period of a month, the grade teacher reports to the nutrition worker who investigates in the home.

How Research Fields Affect the Home

At the section on "How Research Fields Affect the Home," Dr. Amy L. Daniels talked on the relation of the Home Economics teacher to the Health Program. She brought out the fact that diabetic children under her observation were found to eat a diet very high in carbohydrate. She suggested these two questions as offering opportunity for research: (1) Does the diet high in carbohydrates poison the child? (2) Or does the diet high in carbohydrates crowd out other foods? The question of who should carry the messaage of health was discussed here from the standpoint of the home economics teacher, the physical education teacher, the grade teacher, or the school nurse. There was some difference of opinion, but it was generally agreed that all should share the responsibility. There are two distinct advantages in having the grade teacher do it; she has the opportunity to correlate health with other subjects and she has constant contact with the children, which is so essential to the formation of habits. On the other hand her knowledge of nutrition, which is a big feature in health work, is usually quite limited. Dr. Daniels was of the opinion that the home economics teacher was better prepared to do the educational phase of the work and that the nurse was better prepared to go into the home; and that malnourished children should be treated as special cases. This with additional work given under direction of the physical instructor and with the help and follow-up work of the grade teacher should put over a good health program.

Dr. I. I. Lemann, of Tours Infirmary, and Dr. Oscar W. Bethea, of Tulane University, made interesting contributions from the medical profession. Dr. Lemann talked on the use of insulin in diabetes.

"Insulin is not a cure," said Dr. Lemann, "but a substance furnished to the diabetic which enables the patient to use carbohydrate food. It does not do away with the necessity of diet, but it is the duty of the doctors and dietitians to teach patients the best diet. As far as we now know, patients will have to continue to use insulin always. There is a faint hope that if we get the disease early enough, it may effect a cure. Insulin must be given hyperdermically. The dose depends on age, size, progress of the disease, and amount of food taken by the patient.There is a definite relation between the amount of food eaten and the amount of insulin taken."

Dr. Bethea believes that starvation in the South is due to four causes: poverty, ignorance or indifference, willful starvation, and faulty education. He would give to women these two slogans, "More Rest In doors," and "More Exercise Out-of-Doors." And to the men; "Less Dissipation in Eating," and "Eat More Slowly." Dr. Bethea emphasized the fact that the answer to the whole problem is Education. He feels that

diet must be taught to all, from the standpoint of health. Dr. Bethea stressed the value of diet in the prevention and cure of so-called "deficiency diseases" and urged the liberal use of citrus fruits, leafy vegetables, and milk in the diet.

Homemaker's Section

In the Homemaker's Group, Miss Adelaide V. Baylor, Chief of Home Economics Education of the Federal Board of Vocational Education, told of the work which is being done by the 18,000 women who are enrolled in evening home making classes. In organizing this work, a committee is first formed to study the needs of the community. An advisory committee consisting of three to five members of local citizens is formed to advertise and push the work. In has been found most satisfactory to give the work on the short unit plan, issuing some sort of a certificate for a certain number of meetings attended. The course given depends on the group taking it. The women are helped to analyze their needs, and adjustments are made accordingly. Special devices are used to increase and hold the attendance. A small fee is usually charged.

Our Allies in the Textile Field

Miss Nellie Crooks, head of Home Economics department of the University of Tennessee, gave a brief report of the work done by the Standardization Committee.

Tests for weaving qualities made on the abrasion machine were reported. Plans for testing wearing qualities of sheets were stated, co-operation of institutions was sought. This plan involved the purchasing of sheets made from certified material, subject to specified wear and laundry conditions. Standardized tests are to be made at regular intervals. Those interested and willing to co-operate in this undertaking were urged to write Miss Lindsley of the Grace Dodge Hotel, Washington, D. C. Another project suggested was testing the wearing qualities of ready-made underwear. Miss Crooks read a report on how the section had cooperated in efforts toward standardization of the Department of Commerce. A "blanket conference," at which the section was represented, was held in February with a view to giving the housewife standard blankets just as the builder has standard size materials. The suggestion was made that the conference be asked to formulate standard tests to be used in buying blankets. It was decided to ask the association to appoint a committee to make suggestions with regard to the standardization of other home necessities.

Miss Isabel Craig Bacon, special agent of Retail Education, of the Federal Board of Vocational Education, discussed training for an appreciation of merchandise values. She told of the educational departments which are being established in retail business to train their saleswomen for better service. Through the saleswomen this information is being passed on to the consumer. Such practical problems as merchandise values in relation to price; trade names, what they stand for, and what can be expected of the product, and other similar problems are studied..

Senator Joseph E. Rousdell, of Lousiana, in his address on the American Home took a decided stand against the modern misuse of the automobile for joy-riding. He condemned it as a serious menace to the prosperity and stability of the American home, showing how it practically divorces the younger members of the family from the fireside.

Home Demonstration Work in Devastated France

Miss Ola Powell, of the U. S. Department of Agriculture, gave some of her experiences in reconstruction work in France. This was the first work of the kind which was attempted in France after the war. It was most graciously received by home economics teachers and women of the rural sections. Small groups were organized for short courses; members of this group were enrolled on condition that they would go out and teach others. Clubs were formed for girls and women. Production and conservation were stressed. England sent over a car load of pigs as a gift. These pigs were distributed to farmers on condition that a pair of pigs from the first and second litters were to be returned to the government for distribution. Farms were stocked with chickens and rabbits in the same way. Miss Powell was impressed with two things in her work with French women: (1) the high standard maintained by them—they were not willing to put their stamp of approval on anything which did not represent their best effort, (2) their love of creating something perfect.

Home Economics Education

Miss Clara Brown, of the Home Economics department of the University of Minnesota, told what had been done with home economics tests in that institution. She predicted the time would soon come when home economics students in colleges will be classified according to scientific measurement tests instead of on the basis of high school credits. Results from tests the last year and a half showed need for certain changes in educational procedure. Miss Brown was heartily applauded when she declared that subject-matter should not be determined by the arbitrary laying down of objectives. She urged teachers present to give tests at their institutions with a view to learning what she termed the important thing—what the children can do—not what we want them to do. Students testified that the tests were valuable to them when given at the beginning of a course because it gave them a definite idea of what to work for. Some essential points in giving tests as brought out by Miss Brown were: (1) Decide on subject matter to be tested and select important points. (2) Avoid "completion form," as it is difficult to score. (3) In using alternate choice, be sure that only one answer is correct. (4) Set a time limit. (5) Judgment can be better tested than in the essay type. (6) Test for information, judgment, organization, or skill.

The outstanding points of Miss Daisy Kugel's paper were: (1) All teachers in teacher-training institutions should make a contribution to education through their methods of teaching. (2) Students should see only the best methods available. (3) Encourage use of socialized recitation. (4) Modern teaching requires use of illustrative materials. (5) Correlation between home economics and health.

Business Section

At the business meeting held on the last day of the conference, a total registration of 508 was reported, with eight of the nine officers and thirty of the forty-two state councilors present. The Fess Amendment providing increased funds for home economics work was read and every member was charged with the responsibility for its support and was asked to enlist her congressman's aid for its passage.

The by-laws were amended to permit nominations from the floor in addition to the ticket put up by the nominating committee so as to cancel the possibility of a "dark horse" on the ballot. Elections will take place at the Buffalo meeting in June. Application made by the business representatives in home economics to form a section was granted.

PEARL POWERS MOODY

THE BATTLE FOR A DEPARTMENT OF EDUCATION

THE supreme struggle of the war emphasized and intensified educational weaknesses which were already evident in inadequate salaries and a tremendous shortage of trained teachers. The profession itself was the first to recognize the growing needs of education. The National Education Association responded in 1918 by appointing a commission to study all phases of the problem. The commission included members appointed by the Association itself and also by the Department of Superintendence. The Executive Committee on February 25, 1918, decided that the new agency should be called *The National Education Association Joint Commission on the Emergency in Education and the Program for Readjustment During and after the War.* Its members were drawn from all sections of the country and from every phase of educational work. The Commission rendered immediate service by co-ordinating war activities in the schools. It made a careful study of the educational situation throughout the Nation and found the following outstanding needs which called for legislative effort.

The need for arousing the people of the Nation to an appreciation of the seriousness of the situation. If education was to have the funds and public consideration necessary to enable it to keep pace with other phases of our life, it must have larger recognition from the Government itself. The Commission therefore, proposed to create a Federal Department of Education with a secretary in the President's Cabinet, which would give education the prestige and public attention that go with the Cabinet position.

The war had drawn attention to the vast number of men who could not read and write. Of the men examined in the draft one in every four was unable to read a newspaper in English or write a letter home. Schools to teach reading and writing in camps throughout the country took the time of great numbers of men whose efforts might have been thrown immediately into the war.

The physical examinations of the draft had eliminated one out of every six as unfit for any type of military service. The wealthiest Nation in the world was obviously below par physically. The situation demanded immediate attention. The Commission, therefore, proposed Federal aid to encourage the States in the development of programs of physical education.

Another menace revealed by the war was that of unassimilated foreign elements collected in great centers of population. There are communities in this country containing more Italians than Rome, and more Russians than Moscow. These men and women have had little contact with American life and have often failed to appreciate the purposes and ideals of our American democratic institutions. The Association's commission recommended Federal aid to encourage the states to undertake programs of Americanization. Federal aid seemed particularly appropriate inasmuch as the States have no power to refuse immigrants admitted under the authority of the Federal Government.

During the war and immediately after, many schools were closed all or a part of the year for lack of teachers. In some localities it was not possible to obtain even untrained teachers. *The shortage of trained teachers was so appalling* that when the National Education Association collected the facts and presented them to the country, it stood aghast at a situation which had not before been appreciated in its National importance. The Nation had spent vast sums to train 3,000,000 men for service over seas, but had ignored the problem of training teachers to fight on the *frontier* of childhood. Four-fifths of the teachers of the United States had had less than two years of training beyond the four-year high school and tens of thousands of them were not even eighth-grade graduates. Single agricultural colleges were receiving appropriations equal to those provided for ten or a dozen normal schools. The Association's commission, therefore, recommended Federal aid to encourage the states in the training of teachers.

The investigations of the Committee revealed another serious difficulty in our educational system. Many of the communities which are poorest in material resources are the richest in children. The system of tax support for education has remained local and is based largely on real estate and other forms of tangible wealth. The ability to pay taxes has come to be represented by income rather than property. Wealth tends to concentrate in the great centers of population, even though that wealth may be the result of the co-operation of large numbers of people spread over immense areas of territory. Such industries as tobacco, textiles, and automobiles draw their raw materials from far and wide and in the sale of products levy tribute wherever tobacco, clothing, and automobiles are used. Recognizing this centralization of tax-paying ability the Association's committee proposed to seek Federal aid for the equalization of educational opportunities.

Having determined the outstanding needs of education, the commission sought to frame legislation to meet these needs. It drafted a bill, which was presented to Congress in the fall of 1918. This bill was sent widely to educational workers throughout the country. After their wishes had been learned, it was revised and again sent to Congress as the Smith-Towner Bill.

So carefully had this preliminary work been done that the educational forces rallied to the suport of the measure with practical unanimity. In spite of misrepresentations of the opposition, the educational group has stood by its great legislative program. Almost without exception educational workers have remained loyal and steadfast.

Hardly had the bill been presented to Congress when one organized group of citizens after another rallied to its support, until organizations reaching directly or indirectly over 20,000,000 voters had allied themselves back of the cause. One hears it frequently said in legislative circles that no measure ever before Congress has been supported by so great a mass of intelligent public sentiment. The Education Bill is more than

the legislative program of the profession; it has come to be the program of the forward-looking people of the entire Nation.

When the new presidential administration came into office in 1921 the movement had already become a crusade. Into this situation came the measure known as the Welfare Bill (S1607 and H. R. 5837). The Association's representatives and other friends of the cause did not wish to oppose the administration's proposal to create a department of welfare, but were determined in their opposition to the submerging of education in such a department where it would be no better off than it is in the Department of the Interior. At the hearing on the Welfare Bill on May 18, 1921, there was such an avalanche of opposition to submerging education that effort to promote the Bill was stopped.

Meanwhile there had been created by special act of Congress a Commission on the Reorganization of the Executive Departments of the Government. Congressional leaders did not wish to consider other legislation affecting the Cabinet until the reorganization proposals had been formulated and passed upon. The Association respected this wish and did not press for action on its bill to create a Department of Education.

In February, 1922, the chairman of the Commission on Reorganization made a report as chairman which was to become the basis of consideration by the committee as a whole. This report proposed to create a Department of Education and Welfare in which about the only improvement over the former Welfare Bill was the insertion of the word "education" in the name.

This proposal for the Department of Education and Welfare was fully presented to the Department of Superintendence at Cleveland on February 28 by the United States Commissioner of Education, officially representing the Government. Following this proposal the Department of Superintendence adopted for the fifth time a resolution endorsing the Education Bill, providing for an independent Department of Education. This indicated that educational workers would not be misled by a mere change in name.

With the proposal for a Department of Education and Welfare still before the country, the National Education Association went on record at its Oakland meeting for the fifth time for an independent Department of Education with a secretary in the President's Cabinet. Meanwhile, the rising tide of public sentiment in favor of the Education Bill had swept onward.

The Bill was re-introduced on December 17 in the Senate by Thomas Sterling, of South Dakota, and in the House by Daniel A. Reed, of New York.

Hearings were held earlier than had been expected, beginning January 22 before the Senate Committee on Education and Labor. Eight half-day sessions were held. The cause of public education was never more effectively presented. The report of those hearings constitute an encyclopedia of information on the needs of the public schools.

On January 25 and26 representatives of the association and allied organizations testified before the joint Congressional Committee on Reorganization of the Executive Departments. It was made plain to this Committee that the friends of education do not wish it submerged in any department or subordinated to any other great National interest. The members of the committee were impressed by the testimony showing the needs of education and the great mass of public sentiment that exists for giving it primary recognition in the Federal Government.

The tentative proposal before the Reorganization Committee included a Department of Education and Welfare, with divisions devoted to education, health, veteran service and social welfare. The idea of welfare is not generally favored. The American Legion prefers to have the Veteran's Bureau remain as an independent establishment. Health and education are separate establishments in cities and States as well as in foreign countries, and the same arguments apply for keeping them separate in our Federal Government. The representatives asked that it should not be submerged or associated with any activities which would divert the attention of the secretary of education from this primary interest. Attention was called to the fact that the plan before the reorganization committee was presented at the Cleveland meeting of the Department of Superintendence and was before the country at the time of the Oakland meeting of the National Education Asso-

ciation. Yet both of these meetings went on record in favor of an independent Department of Education, showing that there is a clear mandate from the organized educational workers of the Nation against submerging education in any department.

It is now a common remark among members of Congress that regardless of the action that may be taken at this session with reference to Federal subventions, the creation of an independent Department of Education is a reasonable probability.

A GEORGE WASHINGTON PROJECT IN THE KINDERGARTEN

GEORGE Washington's birthday served as a stimulus for a project in the kindergarten of the Keister School of Harrisonburg, Virginia. On Wednesday, February 20, at the beginning of the free work period, the children gathered together for a discussion.

The teacher asked these kindergarten children if they knew whose birthday came during the week and several quickly answered, "George Washington's." The teacher told them the story of how Washington's father gave him a bright red hatchet and how he chopped down a cherry tree. Later in the discussion a small boy stated that Washington was the first president of the United States and the teacher added that Washington had fought courageously and had been a great man.

The discussion now centered around the hatchet and the children said that they had hatchets at home and that they were nice and sharp. They liked red hatchets especially well.

The children were shown a red hatchet pasted upon a piece of manilla paper and they began to cut their hatchets out at once, and a good hatchet it was too. Some little children were slow, but with careful guidance and encouragement they kept at work.

The proposal of a George Washington book was placed before these kindergarten children and all except one little girl gave a positive answer. The children were not skilled enough in folding and tearing the paper for the books, as this was their first experience at book making. The books were prepared by the teacher. Two pieces of manilla paper, torn into two parts, and then folded again, constituted a book.

By this time several children had finished their hatchets and were ready to paste them in their books. The question as to what Washington used the hatchet for was then taken up. Nearly every child knew the answer, and they explained how cherries looked. The teacher showed them a picture of some cherries, some of them never having seen cherries before. Now this aroused the interest of the little girl who didn't want to cut out a hatchet. She immediately set to work drawing some cherries, not in a book but on a large piece of manilla paper. After she had drawn several bunches, she expressed a desire to cut them out, and this she set about doing.

The children then discussed the point of Washington's being the first president of the United States. Since Washington was a great leader, the teacher suggested drawing a flag on the front page of the books. This idea pleased the children because they knew that flags were always used in parades and on Washington's birthday. They may not have grasped the significance of the flag, but thew knew that it meant the United States. Some of the children knew what a flag looked like, while others did not. They were shown a picture of a flag.

The same little boy knew that U. S. stood for the United States. He had probably learned this from the valentine mailbox which the children had made. The letters "U. S." were printed on a piece of paper and he copied them underneath his flag.

Some children were working on cherries, others on flags, and the little girl was pasting her cherries on a piece of paper. The problem for discussion now was what could be drawn upon the remaining page. One little boy said he could put a picture of Washington,but upon being asked if he could draw it, he replied that he could not. They then decided that they could write Washington's name and they copied "George Washington" in their books. Some could print their names without any assistance, while others had to copy them.

The next point in the work was to tie the books together. They punched the holes and put the cord through the holes. The ends were tied together by the teacher.

Several children had now finished their books. These children drew pictures of cherry trees. They were so interested they didn't want to stop. By the end of the period, which was fifty minutes, every child had finished and there were in all five books and three drawings.

This work was followed up on Thursday. The little boy who was so interested on Wednesday brought a very good picture of Washington to school with him. He said that he wanted to make another book and put the picture on the front page.

Four of the same children and two new ones sat down at the drawing table. The new ones, upon seeing some of the books, decided to make books too. The teacher told them the same story and they set to work.

The little boy made his own book and pasted his picture on the front page.

The new children made their own books and then set to work making hatchets.

Several of the old children drew cherry trees and flags on manilla paper, arranging two on a page in an artistic way.

The little boy told when Washington's birthday came. He copied "Feb. 22" under his picture. The meaning of the month and days was explained to him. He drew a cherry tree on the next page and upon being questioned about Washington's home at Mount Vernon, he answered that he had seen a picture of it. He drew a large house with pillars which really resembled Mount Vernon.

The story of Washington's bravery and of how he rode horses was now given, and the little boy drew a picture of Washington on his horse. He then tied his book together and wrote his name upon the back.

At the end of the period there were three books and five drawings. The children had worked like Trojans. They didn't want to stop and were proud of their work.

There were many benefits derived from this project. The kindergarten children's interest in George Washington was aroused and his life was made concrete to them. They left with eyes and ears open for more information concerning him.

They learned how to contribute to a discussion and how to work together. They were interested in one another's work and tried to help one another.

They learned to feel a pride in their work. One little girl decided that her drawing of a cherry tree looked like a big fire. She set to work to draw a better one.

It gave them experience in making a book and in printing. The printing of their names and "George Washington" sponsored the feeling of the significance of the symbol to them. They derived skill in the use of their crayons and scissors and learned how to combine colors.

The children had to think. By careful questioning their ideas and opinions were brought to light.

The biggest benefit of all was that the kindergarten children received training in good citizenship. They saw through the stories that Washington was truthful and good. This project helped them to form ideals and good habits in the children.

THELMA EBERHART

THE CHILDREN'S MORALITY CODE

This morality code by Wm. J. Hutchins was awarded the Donor's prize of $5,000 in the National Morality Codes Competition, 1916, for the best Children's Code of Morals, the judges being Professor George Trumbull Ladd, of Yale University; Justice Mahlon Pitney of the Supreme Court of the United States; and President Mrs. Phillip North Moore, of the National Council for Women. All the states participated, and the competition was under the auspices of the Character Education Institution, Chevy Chase, Washington, D. C.

Arranged as a four page folder, the Children's Morality Code is available in quantities from the National Capital Press, Washington, D. C.

FOR ELEMENTARY SCHOOLS

BOYS and girls who are good Americans try to become strong and useful, worthy of their nation, that our country may become ever greater and better. Therefore, they obey the laws of right living which the best Americans have always obeyed.

I

THE LAW OF SELF-CONTROL

The Good American Controls Himself, Herself

Those who best control themselves can best serve their country.

1. I will control my tongue, and will not allow it to speak mean, vulgar or profane words. I will tell the truth and nothing but the truth.

2. I will control my temper, and will not get angry when people or things displease me.

3. I will control my thoughts, and will not allow a foolish wish to spoil a wise purpose.

4. I will control my actions. I will be careful and thrifty, and insist on doing right.

5. I will not ridicule nor defile the character of another; I will keep my self-respect, and help others to keep theirs.

II

THE LAW OF GOOD HEALTH

The Good American Tries to Gain and Keep Good Health

The welfare of our country depends on those who are physically fit for their daily work. Therefore:

1. I will try to take such food, sleep and exercise as will keep me always in good health.

2. I will keep my clothes, my body and my mind clean.

3. I will avoid those habits which would harm me, and will make and never break those habits which will help me.

III

THE LAW OF KINDNESS

The Good American is Kind

In America those who are different must live in the same communities. We are of many different sorts, but we are one great people. Every unkindness hurts the common life, every kindness helps. Therefore:

1. I will be kind in all my thoughts. I will bear no spites or grudges. I will never despise anybody.

2. I will be kind in all my speech. I will never gossip nor will I speak unkindly of anyone. Words may wound or heal.

3. I will be kind in my acts. I will not selfishly insist on having my own way. I will be polite: rude people are not good Americans. I will not make unnecessary trouble for those who work for me. I will do my best to prevent cruelty, and will give help to those who are in need.

IV

THE LAW OF SPORTSMANSHIP

The Good American Plays Fair

Strong play increases and trains one's strength, and sportsmanship helps one to be a gentleman, a lady. Therefore:

1. I will not cheat; I will keep the rules, but I will play the game hard, for the fun of the game, to win by strength and skill. If I should not play fair, the loser would lose the fun of the game, and the winner would lose his self-respect, and the game itself would become a mean and often cruel business.

2. I will treat my opponents with courtesy, and be friendly.

3. If I play in a group game, I will play, not for my own glory but for the success of the team.

4. I will be a good loser or a generous winner.

5. And in my work as well as in my play, I will be sportsmanlike—generous, fair, honorable.

V

THE LAW OF SELF-RELIANCE

The Good American is Self-Reliant

Self-conceit is silly, but self-reliance is necessary to boys and girls who would be strong and useful.

1. I will gladly listen to the advice of older and wiser people; I will reverence the wishes of those who love and care for me, and who know life and me better than I; but I will learn to think for myself, choose for myself, act for myself, according to what seems right and fair and wise.

2. I will not be afraid of being laughed at. I will not be afraid of doing right when the crowd does wrong. Fear never made a good American.

VI

THE LAW OF DUTY

Good Americans Do Their Duty

The shirker and the willing idler live upon others, and burden fellow-citizens with work unfairly. They do not do their share, for their country's good.

I will try to find out what my duty is, what I ought to do as a good American, and my duty I will do, whether it is easy or hard. What it is my duty to do I can do.

VII

THE LAW OF RELIABILITY

The Good American is Reliable

Our country grows great and good as her citizens are able more fully to trust each other. Therefore:

1. I will be honest in every act, and very careful with money. I will not cheat, nor pretend, nor sneak.

2. I will not do wrong in the hope of not being found out. I cannot hide the truth from myself.

3. I will not take without permission what does not belong to me. A thief is a menace to me and others.

4. I will do promptly what I have promised to do. If I have made a foolish promise, I will at once confess my mistake, and I will try to make good any harm which my mistake may have caused. I will so speak and act that people will find it easier to trust each other.

VIII

THE LAW OF TRUTH

A Good American is True

1. I will avoid hasty opinions lest I do injustice and be mistaken as to facts.

1. I will hunt for proof, and be accurate as to what I see and hear. I will learn to think, that I may discover new truth.

3. I will stand by the truth regardless of my likes and dislikes, and scorn the temptation to lie for myself or friends: nor will I keep the truth from those who have a right to it.

IX

THE LAW OF GOOD WORKMANSHIP

The Good American Tries to do the Right Thing in the Right Way

The welfare of our country depends upon those who have learned to do in the right way the things that ought to be done. Therefore:

1. I will get the best possible education, and learn all that I can as a preparation for the time when I am grown up and at my life work.

2. I will take real interest in work, and will not be satisfied to do slipshod and merely passable work. I will form the habit of good work; mistakes and blunders cause hardship, sometimes disaster, and spoil success.

3. I will do the right thing in the right way if I can, even when no one else sees or praises me. But when I have done my best, I will not envy those who have done better, or have received larger reward. Envy spoils the work and the worker.

X

THE LAW OF TEAM-WORK

The Good American works in Friendly Co-operation with Fellow-Workers

One alone could not build a city or a great railroad. One alone would find it hard to build a bridge. That I may have bread, people have sowed and reaped, people have made plows and threshers, have built mills and mined coal, made stoves and kept stores. As we learn better how to work together, the welfare of our country is advanced.

1. In whatever work I do with others, I will do my part and encourage others to do their part.

2. I will help to keep in order the things which we use in our work. When things are out of place they are often in the way, and sometimes they are hard to find.

3. In all my work with others, I will be cheerful. Cheerlessness depresses all the workers and injures all the work.

4. When I have received money for my work, I will be neither a miser nor a spend-

thrift. I will save or spend as one of the friendly workers of America.

XI

THE LAW OF LOYALTY

The Good American is Loyal

If our America is to become even greater and better, her citizens must be loyal, devotedly faithful, in every relation of life.

1. I will be loyal to my family. In loyalty I will gladly obey my parents or those who are in their place. I will do my best to help each member of my family to strength and usefulness.

2. I will be loyal to my school. In loyalty I will obey and help other pupils to obey those rules which further the good of all.

3. I will be loyal to my town, my state, my country. In loyalty I will respect and help others to respect their laws and their courts of justice.

4. I will be loyal to humanity. In loyalty I will do my best to help the friendly relations of our country with other countries and to give to everyone in every land the best possible chance.

If I try simply to be loyal to my family, I may be disloyal to my school. If I try simply to be loyal to my school, I may be disloyal to my town, my state and my country. If I try simply to be loyal to my town, state and country, I may be disloyal to humanity. I will try above all things else to be loyal to humanity; then I shall surely be loyal to my country, my state and my town, to my school and to my family.

And those who obey the law of loyalty obey all the other ten laws of the Good American.

LEAGUE OF WOMEN VOTERS INTERESTED IN EDUCATION

The League of Women Voters holding its annual National Conference at Buffalo April 24 to 26 will devote an entire afternoon to the subject of education. The State committees on Education will consider a program devoted to the study of problems of rural education, with special attention to financing rural schools on an equalized basis.

PEABODIANS CELEBRATE FOUNDERS DAY

Founders Day, always a great event at George Peabody College for Teachers, this year was observed wherever Peabody alumnae were gathered together. At the Harrisonburg Teachers College on this day, February 18, Miss Katherine M. Anthony talked at assembly hour on "George Peabody—American, World-citizen, Educational Statesman."

The same evening the Harrisonburg group had dinner together in the college dinningroom. Red carnations and candles, with blue candles on the cake—a wonderful affair by the H. T. C. baker, topped with a college building made of icing—carried out the Peabody colors. Mrs. W. B. Varner, Dean of Women, was toastmaster, proposing an original acrostic toast to Peabody College. The speeches that followed surveyed the recent progress on the Peabody campus with frequent reference to President Payne's visions for the future, and a not infrequent one to some characteristic of "Dr. Tommie's." At the close Mrs. Varner read President Payne's message for the day; then all joined in singing Alma Mater and in giving fifteen rahs for Peabody in true college style.

The Harrisonburg Peabodians are Mr. W. B. Varner, Wrs. W. B. Varner, Mrs. P. P. Moody, Miss Carolyn Mc Mullan, Miss Portia Boddie, Miss Katherine M. Anthony, Mrs. C. M. Anthony, Mr. C. T. Logan, Mrs. C. T. Logan, Miss Grace Post, Miss Marie Alexander. Special guests for the occasion were Miss Clara Turner, and President and Mrs. S. P. Duke.

IMPORTANT RESULT OF SCIENTIFIC LECTURE SERIES

To provide facilities for study by physicists of the United States and other countries at the research laboratory of the University of Copenhagen the Rockefeller International Education Board has given $40,000 for the enlargement and further equipment of the university's institutes for theoretical physics. The award followed a series of six lectures at Yale University by Dr. Niels Bohr, director of the institute, in which he presented his discoveries on the nature of the structure of the atom and the convolutions of the electrons within the atoms.

THE VIRGINIA TEACHER

Published monthly by the State Teachers College at Harrisonburg, Virginia.

Entered as second-class matter March 13, 1920, at the post office at Harrisonburg, Virginia, under the act of March 3, 1879.

Editors

James C. Johnston Conrad T. Logan

Henry A. Converse, Business Manager
Clyde P. Shorts, Circulation Manager

Advisory Board

John W. Wayland Elizabeth P. Cleveland
Pearl P. Moody Katherine M. Anthony
Ruth K. Paul

Manuscripts offered for publication from those interested in our state educational problems should be addressed to the editors of The Virginia Teacher, State Teachers College, Harrisonburg, Virginia.

EDUCATIONAL COMMENT

The Journal of Education for January 31 contains the following editorial, which is especially significant because of the wide range of personal observation enjoyed by Editor A. E. Winship who wrote it.

The Public School Issue—The Sterling-Reed Education Bill in the present Congress is likely to be the test of loyalty or disloyalty to the public schools of the United States.

What the attempt to land tea at the Boston docks was to England, what the Dred Scott decision was to slavery, what the sinking of the Maine was to Spain, what the sinking of the Lusitania was to Germany, the defeat of the Education Bill is liable to be to all antipublic-school interests.

It is not a question whether we are satisfied with this bill; it is plain as day that "Remember the Education Bill" is liable to mean as much in American politics as was "Remember the Maine."

We speak all the more freely because we have had no part in framing the bill. Personally, we shall have no humiliation in its defeat. We are not speaking for ourselves in any wise.

Everything said or written by educational aristocrats, so called, makes a vote on the bill a test of one's place in the battle line for or against educational democracy, solidifies nine-tenths of the American people for the bill.

Every objection to the financial feature of the bill is believed to represent the big tax payers and the so-called big interests, who appear to make the dollar of more importance than the child.

So every phase of opposition to the Education Bill is liable to be popularly interpreted as opposition to the greatest efficiency of the public schools.

What Little Round Top was to the fate of Southern Armies, The Sterling-Reed Education Bill is liable to be to all opponents of the public schools. That stone wall in the graveyard at Gettysburg was not such a fortification as the Union Generals would have selected. It was not high enough; it had too many open spaces. An expert builder of breastworks for a battle could have found no end of weak spots in it, and the Southern general made his charge across that field and up that hill on his interpretation of the weak features of the stone wall, but it was in the right place at the right time for the Union army to use whatever there was of it.

So we suspect that the Education Bill, which may not be high enough, which may have too many weak places, is high enough and strong enough for the public schools to withstand all attacks.

We would rather be behind that Education Bill breastwork in defence of the American public school than charging across the field and up the hill depending upon the imperfections of the bill that is likely to become the defence of the public school.

"LET'S PLAY IT"

"Let's play it," is a common response of children to a story or new experience. Utilizing this tendency to dramatize, the kindergarten child is taught many things which fit him to take up primary school work, according to the bulletin "How the Kindergarten Prepares Children for Primary Work," just issued by the Department of the Interior through the Bureau of Education.

The kindergarten and the primary grades have often been accused of working at cross purposes, but the differences are rapidly disappearing as educators grow in an understanding of the place which both kindergarten and primary ideals and skills have in the educative process.

Unconsciously the child who plays a game in which 2-3-5 children must do this or that, or who plants seeds or bulbs in rows or groups gains a knowledge of numbers and number combination which forms a basis for the study of arithmetic. Counting is a necessary part of the children's kindergarten work . They must know how many chairs, papers, scissors, or other pieces of material are needed. All this is not looked upon as a lesson, for it comes as an accessory to the problem or game of the moment.

Stories, conversation, dramatic games, pantomime, and drawing are important in the prewriting stage of communication. Kindergarten stories, says the author of the bulletin, stress the sequence of ideas, and the vocabulary develops through repeating stories and through directed conversation. Clear enunciation is also developed. The observation games have for their definite end increase in the rate of recognizing objects and groups of objects.

The geography of the children's own environment is strongly stressed in kindergarten work. The direction from the child's home to the school, the mail box, the store; talks about food, shelter material, and clothing, how they come to us by train, auto, or airplane; where fuel comes from; where birds go in winter; all arouse in the child a feeling of wonder about the the unfamiliar, as well as about people and things that are near them. A wise teacher is she who makes the most of this and tries to develop it into an active desire to find out more about the things which are strange and miraculous to the child.

Kindergarten gives the child experience and stimulates his interest in the subjects which are taken up as definite studies in the primary grades.

HEALTH PROMOTION IN A CONTINUATION SCHOOL

A school where parents and teachers work together for the good of the pupils, where children are educated beyond the narrow meaning of the term, where education is what it really should be—training for living—is described in the bulletin "Health Promotion in a Continuation School," just issued by the Deparment of the Interior through the Education Bureau.

The Girls' Continuation School of Fall River, Massachusetts, was established to comply with the law which requires children of school age in industry to attend school four hours each week, and also requires cities to make provision whereby these children may be enabled to comply with the law. In this textile city many boys and girls work in mills, and to meet the greatest needs of these children the boys' continuation school became a textile school, and the girls' school a home-making school, with emphasis on health.

The girls' school has a capacity of 1,600. Last year the daily attendance was 250. The equipment includes a large playground for the girls, a rest room, a lunch room with modern equipment where nourishing foods are served, a bath, and a laundry where the girls in the home-making department do laundry work for the nursing and infant-care classes. The roof of the building furnishes a good "clothes yard" where the clothes may be dried in the open air and sunshine. In addition to the classrooms for academic work there are classrooms for home nursing, infant and child care, cooking and sewing, and a home-making suite with dining room, living room, bedroom, bath, and laundry. In a smaller suite girls of subnormal type are taught. The course in civics is especially designed to further interest in health and general welfare of the community. An outline of lessons used in the school are given in the bulletin.

PRIZE CONTEST OPEN TO ALL HIGH SCHOOL STUDENTS FOR POSTERS ON HEALTH SUBJECTS

HYGEIA, a magazine of health published by the American Medical Association, offers a series of 49 prizes for posters on any health subject submitted before May 31, 1924. The Jury of award will be: Surgeon General Hugh S. Cumming, U. S. Public Health Service; Mr. John T. McCutcheon, Cartoon Artist for the Chicago Tribune; and President William B. Owen, Chicago Normal College, Ex-President of the National Education Association.

Full information concerning this contest, list of prizes, rules of the contest, etc., can be obtained by writing to the Poster Editor of Hygeia, in care of the American Medical Association, 535 North Dearborn Street, Chicago, Illinois.

CHICAGO INCREASES TEACHERS' SALARIES

Chicago put into effect at the beginning of the 1923-24 school year a new schedule for teachers and principals. The total cost of adjusting the new schedule to teachers in service was $4,250,000. The schedule follows:

Classification	Min.	Max.	An'l Inc'e
Kindergarten teachers	$1,500	$2,500	$200
Elementary teachers	1,500	2,500	200
High School teachers	2,000	3,800	200
C'mer'l and Trade (High)*	1,800	3,300	200
Elementary Principals	2,500	4,200	200
	3,000	4,800	200
High School Principals	2,700	5,100	200

*Without degrees

CURRENT EDUCATIONAL PUBLICATIONS

THE UNSTABLE CHILD, by Florence Mateer. New York: D. Appleton and Co. 1924. Pp. 471.

Miss Mateer has written her book largely around the thesis that what a child is depends not only upon how much mind he has, but upon how that mind functions. This will provoke a hearty "amen" from classroom teachers. For who among us has not struggled with the child who tests "high" but who does not fit. Either he "can't concentrate," or he is a "trouble maker," to use Miss Mateer's terminology, or else he is shiftless and lazy. Now this mental reliability and unreliability is somewhat an inherited tendency. But in that word *somewhat* lies the hope! For in our foggy state regarding mental pow-

er we have too often made this function identical with I. Q., entirely, or practically so, a matter of birth. But if this mental function is subject to training, whole vistas of possibilities open up to educational statesmen.

Aside from the thesis mentioned above and the clear analysis of the limits of mental testing, the book does not bear directly upon the problems of the classroom. Laymen who want to keep abreast in psychology will find in it not only comprehensive and careful handling of the historical development of the clinic, but also a constructive program. I was a bit disappointed that this program did not go farther and make definite suggestions for the unstable child in school. But when one gets a careful study of the clinical psychologist, a suggestive treatment of Binet testing, an experimental study of congenital syphilis, ample case material, all done in readable style, and with the wholesome attitude of the American psychologist who does not take Freud too seriously—well, what more can we ask at this stage of the game?

KATHERINE M. ANTHONY

HOW TO TEACH PHONICS, by Mary L. Dougherty. Boston: Houghton Mifflin Co. 1923. Pp.89. $1.20.

Teachers of the early elementary grades will find this book very usable because of its flexible material and its wealth of illustration. It is a very sane guide in that no set method of teaching sounds or of building words is given; but the suggestions are so arranged that they are applicable to the situations as they arise, and to the particular needs of the children. Throughout the discussion, the emphasis is on helping the child to become an independent and efficient reader.

The book is clearly and concisely written. In the first chapter, the aim and scope of the work are set forth; three chapters give specific aid in the development of thought-getting in the first three grades; finally, there are two chapters of illustrations and suggestive vocabulary.

MARIE ALEXANDER

THE NEW AGRICULTURE FOR HIGH SCHOOLS, by Kary C. Davis. Philadelphia: J. B. Lippincott Co. 1923. (Lippincott's School Project Series). Pp. 494.

It was in agriculture that the project method was first extensively used and in which it met its greatest success. There are on the market many excellent textbooks in secondary agriculture that are adapted to lecture, laboratory, and reference work, but so far as has come to my observation this is the first textbook that has been written to meet the needs of the project method. This book, I believe, is destined to increase the number of other texts that will be placed in the reference class.

The book begins with the directions for the management of the project by the teacher and outlines the work that the student is expected to do. Each project takes up some phase of agriculture such as fertilizers, fruit-growing, corn, swine, dairy, etc. The discussion of the project in the text follows the same order that the student would naturally employ in studying and working out his particular assignment. Through class discussions, these are connected by the teacher into a complete course.

This book should be in the hands of every secondary school teacher of agriculture.

GEO. W. CHAPELEAR, JR.

PUBLIC SCHOOL FINANCE IN MASSACHUSETTS, NEW YORK AND NEW JERSEY

Volume II of a series *Studies in Public School Finance*, prepared under the direction of Professor Fletcher Harper Swift and published by the University of Minnesota in its series of *Research Publications*, is now ready for distribution. This second volume is devoted to *The East* and contains studies of public school finances in Massachusetts, New York, and New Jersey.

All research publications of the University of Minnesota are sold at actual cost. University regulations provide no funds for advertising. The price of the present volume is $2.00 Orders should be addressed to the Librarian of the University of Minnesota.

OTHER BOOKS OF INTEREST

A FIRST BOOK IN ALGEBRA, by Howard B. Baker. New York: D. Appleton and Company. 1923. Pp. 298

Strong in its abundant drill exercises in each fundamental principle.

A FIRST COURSE IN ALGEBRA, by Edward I. Edgerton and Perry A. Carpenter. Boston: Allyn and Bacon. 1923. Pp. 397. $1.20.

Numerous oral exercises, constant emphasis on review, illustrative examples preceding each exercise, abundant use of formulae and graphs—these are distinctive features of the book. Correlation of geometry and algebra.

SANCHEZ PEREZ'S LEYANDAS ESPANOLAS, edited by Fannie Malone. Boston: Allyn and Bacon. 1924. Pp. 182. 80 cents.

Twenty Spanish legends, interestingly told, handsomely illustrated, with 16 pages of notes, 26 pages of exercises, and 45 pages of vocabulary.

NEWS OF THE COLLEGE AND THE ALUMNAE

INKLINGS

The bill passed the Senate, the bill passed the House, the bill was signed by the Governor. From February 13 the State Normal School at Harrisonburg became the State Teachers College at Harrisonburg.

Seemingly merely a change in name, this step actually indicates a change in character that has been going on for some years in Virginia's four teacher-training institutions. Entrance requirements have been raised considerably in recent years. Physical equipment and laboratory facilities have been greatly improved. Provision for a definite salary schedule, organization of the faculty by departments, attention to teaching loads, etc.—all these matters had received consideration and the Harrisonburg school had held membership in the American Association of Teachers Colleges for several years.

One of the potent reasons for desiring a change in name, therefore, was to indicate a change that had already taken place in the character of the institution and thus give whatever added prestige there was to prospective teachers. A telling argument advanced by President S. P. Duke and the presidents of the other three normal schools in Virginia in favor of the change was that just as doctors, lawyers, engineers and other technically trained students were prepared in vocational "colleges"—medical colleges, law colleges, etc.—so the institutions that trained teachers should be similarly indicated.

President Duke, Dean W. J. Gifford, and Miss Katherine M. Anthony, Director of the Training School, all left during the week-end of February 22 for Chicago where they attended the meeting of the Department of Superintendence, National Education Association. President Duke went early to attend the meeting of the American Association of Teachers Colleges; Miss Anthony remained in Chicago a week after the N. E. A. meeting in order to observe work in the University of Chicago's elementary schools as well as in the city graded schools.

The basket ball season began auspiciously with a thorough-going victory for Harrisonburg against the girls of Bridgewater College. The game, played in Harrisonburg, resulted in a score of 54 to 4. A week later on the local floor came the contest with Radford, which aroused special excitement because of the record during the previous three years when Radford had won five out of the six games played. "Big Anna," tallest forward in the Southwest, had always seemed a jinx for the local sextet; but the game played here on the 16th brought to an end this painful record. Radford's team was off to a quick start, but at the end of the first half Harrisonburg had scored two points to Radford's one. Altho Radford's left-hand forward, Lucinda Thomas, gave the home fans some thrilling moments, the exceptional teamwork of Harrisonburg enabled the girls to keep definitely ahead of the visitors. The final score was 31 to 27.—The following week, February 23, Harrisonburg's sextet journeyed to Bridgewater where a third victory was annexed. This time the score was 39 to 5.

In addition to our own athletics the student body manifested great interest also in the contest between members of the local Kiwanis and Rotary Clubs, who played a game of volley ball in the gymnasium the night of February 1, the proceeds going to the Athletic Association. President Duke was one of the Rotarian players and Dr. Converse played a lively game for the Kiwanians. The freshmen lent their unanimous vocal support to the Rotarians, while the sophomores were equally cordial to the Kiwanians. It was a equally cordial in cheering the Kiwanians. It was a great game, in which the Kiwanians won three out of five matches and then, as victors, played a team of students and won this game too, by a score of 21 to 13.

ALUMNAE NOTES

On January 26, 1924, Josephine Bradshaw was married to Mr. John Arnold Rea, at San Jose, Calif. The happy couple are at home at Gilroy, Calif.

Helen Baber is principal of the Hillsboro Junior High School. Under date of March 4th, she writes: "I often think of the happy days spent at Harrisonburg....Grace Heyl visited my school today. We are doing our best over here in Loudoun to keep in mind our instruction at Harrisonburg."

Mrs. Charles T. Hiser writes from Greenfield, Ohio. She says: "Never will I forget Harrisonburg and the kind people it numbers in its population....I really wish I were coming back this summer, but I am to take work at Wilmington College near here, and at the same time give a course in primary methods, so shall be located near home. That is the sole compensation, for I shall always remember Virginia with a feeling of homesickness; and I hope to return some time....Please convey my best wishes to Miss Shaeffer. I shall never forget her—I received so much benefit from her work last summer. I am to have charge of the music in the first two grades here next year. We are to have the platoon system, and my work will be supervision and music."

All alumnae who are interested in getting a 1924 *Schoolma'am* please notify Celia Swecker, Business Manager, before May 15. Kindly remit $2.50 with your request and the annual will be sent to you in June.

Minnie Berry is teaching at Brightwood, Madison County. She lets her friends at the College hear from her occasionally.

Susan Heyser (Mrs. Edwin C. Fockler) and her husband came up form Hagerstown a few days ago and paid us a short visit. We are glad to have the girls of former years return, and are most pleased to have them say that they enjoy going back.

Recently Florence Shelton received a long letter from Anne Gilliam, written at Hankow, China, on March 28, and passed the news around by allowing a number of us to enjoy it with her. Anne tells mighty interesting things about a visit to Shanghai and of an elaborate dinner with "Sing-Song Girls" as entertainers. She also had something to say about a Japanese chow and ghesik girls. Address Anne at Hankow, care of British Cigarette Company.

The *Schoolma'am* this year is in need of a supplement to chronicle all the marriages. Here are two that have been recently brought to our attention:

Lorraine Urie sends best wishes from Towson, Md., where she is a student in the state normal school.

February 8, 1924, Pattie Lacy and Mr. Thomas K. Jones, Jr., at Reidsville, N. C.

Marjorie Cline is principal at Parnassus. Kathryn Willson is teaching in the same school. Not long ago they planned and carried out successfully a very interesting spelling match, much to the enjoyment and edification of all spectators. Even those who participated and finally had to go down on such words as "benefited," "caoutchouc," "circensian," and "ihlang-ihlang" had a good time too. And the Parnassus folks can raise money as well as enjoy a literary event. They have two or three thousand dollars in evidence and various additions to the school plant in prospect. Mrs. Hazel Stoutamyer and Lucile Berry are other teachers in the Parnassus school.

Katherine Mahoney writes from Seven Miles Ford, asking for a copy of "Old Virginia." "I want to teach the song to my children," she says. She sends best wishes to Alma Mater.

Eunice Lipscomb is still in the land of the Lucky Stones. Her school at Critz is alive to the fine things of life and education, and the whole community is responsive to school spirit. Eunice sends greetings to all her friends.

OUR CONTRIBUTORS

WILLIAM R. SMITHEY is professor of secondary education in the University of Virginia and was formerly secretary of the State Board of Education. Dr. Smithey was once registrar of the State Teachers College at Harrisonburg.

JOHN SPRUNT HILL is president of the Durham Loan and Trust Co., Durham, N. C., and a sincere believer in the economic values of an educated citizenry. So widespread has been the interest in Mr. Hill's Atlanta address that he has sent out twelve thousand copies in response to requests.

H. AUGUSTUS MILLER, JR., is head of the English department of the Petersburg High School, Petersburg, Virginia, and is at present chairman of the English section of the State Teachers Association.

H. GRAY FUNKHOUSER is a native of Rockingham County, at present a student in Columbia University.

PEARL POWERS MOODY here recounts her interest in the meetings of the American Home Economics Association which she attended in New Orleans December 28 to January 2, 1924.

THELMA EBERHART is a normal school senior who completes the primary-kindergarten course at Harrisonburg next June.